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AUTHOR Stein, Jay W.
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ABSTRACT

Misunderstandings and confusion surrounding the relevance and inclusion of foundations of education courses in teacher education curriculum are analyzed to identify the meaning and assess the validity of the term "foundations." An analytical survey made of 75 textbooks used in such courses examined texts with similar content or titles, e.g., problems and issues, social perspectives, changes and trends, challenge and reform, and other concept words followed or preceded by the words "education," "schools," or "teaching-learning." A critical examination was also made of various foundations of education courses, offered by 800 institutions, and their content, coverage, and problems with definition and scope. To examine the image of the field of educational foundations, a search was made of library classifications which might indicate publications dealing with the topic. Using the criteria of "professionalism" as generally agreed upon by textbook authors, the study area of educational foundations was analyzed in an attempt to delineate it as a distinct academic field. Suggestions on making studies in educational foundations more effective are offered. (JD)

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The Foundations of Education as an Academic Area in the Preparation of Teachers with Emphasis on The Social and Cultural Foundations of Education

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Jay W. Stein

Professor

College of Education
Western Illinois University
Macomb, Illinois 61455

C O N T E N T S

I. Introduction 1

II. A Survey of Textbooks in Educational Foundations 4

III. A Survey of Course Offerings in Educational Foundations 17

IV. Conception and Image of the Field of Educational Foundations 25

V. Professionalism of the Field 32

VI. Making Study in Educational Foundations More Effective 39

Footnotes 51

Tables

One--Frequency of the Word "Foundations" in Seventy-five Textbooks used in Foundations Courses during the 1970s 5

Two--Frequency of Appearance of Generally Recognized Foundations Course Content Topics in Seventy-five Textbooks used in Foundation Courses during the 1970s 9

Three--Colleges and Universities which have a Department of Educational Foundations 17

Four--Colleges and Universities which have at least one course in Educational Foundations 18

Five--College and University Courses in Educational Foundations by course area and level 19

Six--A Nomenclature for Educational Foundations 46

I. Introduction

Every certified teacher who has graduated from an accredited college or university encountered a field of study concerned with the social and other foundations of education. Typically, some students chafed under the requirement or complained forthrightly about its contents. They queried why it was necessary when one's only goal was to teach a given subject (language arts, music, arithmetic, social studies, for example) or at a given level (kindergarten, fifth grade, senior high school, for example). Just as typically the answer to the question was left unclear.

A few students with majors or minors in sociology, psychology, history, or philosophy would capture the spirit of the foundations courses. Others, after obtaining a position and/or facing serious problems with the social and economic setting exterior to the classroom teaching itself quickly came to appreciate the course. On the one hand, they see the knowledge and insights gained from foundations courses as relevant to their work; on the other hand, they regret not being able to recall what they learned there or to make the connection with their out-of-school concerns and problems. Some in-service teachers may remember evaluating the courses as largely meaningless and the professors as dull.

Despite the high quality of many of the courses and the dedication and effectiveness of many of the professors, despite outstanding contributions to interdisciplinary studies, the educational foundations field endured widespread criticism for vagueness and indirection. Frustrated students in its courses are by no means alone in failing to appreciate fully its purpose and scope. Curriculum planners within the college of education have been slow to take steps at reorganization and they face controversy over combining the foundations courses with other segments of teacher preparation. Professors and administrators outside the colleges and

departments of professional education, civic leaders in the community, and publishers who supply the text materials are often bewildered about the field. More often than not people have accepted the foundations field with a sense of apathy and have questioned its leaders with only a limited effort at understanding it.

As in all of higher education in the 1980s, foundations studies for students of professional education are being seriously subjected to careful scrutiny. Enrollment decline and budget cutting have struck that area no less than others; at many institutions the impact on these courses may have been even more severe. Thus it is appropriate and timely to examine the status of the social and relative foundations of education and to do so with a minimum of subjectivism.

During the 1970s books about education bearing a title or description which included the word "foundations," or which referred to it in the preface, appeared frequently in publishers' catalogues. Others with varying titles carried content of a nature very similar to that of the "foundations" books. Many such books were published in the 1960s and some are still in print.

During the same period, catalogues of college and university curricula in teacher preparation listed a large number of "foundations" courses which utilized the textbooks. In common with the books, they served a purpose very much supplemental to and different from teaching the art of lesson planning, the methods and subject matter of classroom presentation, or the testing and measuring of pupil performance.

Since the early twentieth century professors have conducted courses relating to the "foundations of education" and dedicated themselves to helping both future and in-service teachers to benefit from this important segment of the curriculum, which covers an area quite supplemental to the classroom processes themselves. Generally accepting the prescribed term and the content it represents, some instructors have at the same time observed that they were often misunderstood and that the resultant confusions were quite unnecessary.

Whether or not a teaching area is sufficiently well defined to be widely regarded as "an academic discipline" is often determined by the existence and strength

of a professional organization. Since 1968, one national association has been overtly committed to "educational foundations" but its membership includes only a fraction of the instructors and scholars giving time and energy to the field. Moreover, despite avowed goals and noble efforts, its leadership cannot claim any widespread expression of credit for determining the direction of the field or contributing to its definition and effectiveness. The same inadequacy characterizes other attempts to organize those who teach and write mainly or exclusively in the foundations area. Like delineation and use of the idea or term of "education" itself in bibliographic services, among libraries and community leaders, the efforts to define "foundations" soon confronts an almost unmanageable scope if not a virtual morass.

The misunderstandings and confusions are here analysed in an effort to identify the meaning and assess the validity of the term "foundations." The procedures include an examination of the textbooks, the course offerings, the bibliographic references, and the professionalizing in the field. Combining the study results with insights from many years of teaching experience and observation in the field, it is felt, will help one to foresee the trend in both the use of the word and in the curricular area it represents. Information on such trend and usage will be of direct help to professors and administrators concerned with teacher preparation, to the students in the courses, to the teachers who apply the knowledge, and to publishers.

II. A Survey of Textbooks in Educational Foundations

This survey concerns itself with general texts used during the 1970s in the field of "foundations of education." Assembly of these revealed a common emphasis on the social foundations, although most of them gave varying degrees of attention to historical, philosophical, and other areas as well. Those with concentration on philosophers and their educational ideas, historical narrative, psychological principles, or essentials in other disciplines were omitted. Generally omitted also were those which appeared to aim expressly at freshmen who might be "recruited" rather than at students already committed and in actual preparation for the teaching profession. The survey did not include books on such compartmentalized topics as goals, or policy, or futurism; specific problems such as violence or drugs; and slanted titles such as "failure," "crises," or "de-schooling." Books of this nature may be invaluable supplemental reading in foundations courses and some may have attained almost "best seller" distribution, but few of their authors would expect their works to embrace the scope of an academic discipline or sub-discipline.

Besides books (narrative or anthology alike), which carried the word "foundations" in the title or the preface, the survey included those with similar content or titles: problems and issues, social perspectives, changes and trends, challenge and reform, and other concept words followed or preceded by the word "education" or "schools" or "teaching-learning." The selection of the textbooks with this kind of coverage was "at random" in the sense that during the period 1966-1979 they were advertised in mailings sent to professors teaching in the "foundations of education," reviewed in periodicals under a category such as "foundations of education," or listed in bibliographies under "foundations of education."

Although believed to be as comprehensive as necessary, the survey may inadvertently overlook some titles. (Apologies for any omissions.) A larger or more diverse collection of textbooks would reveal different findings, but it would also

necessitate other delineation of scope and purpose. Similarly, varying criteria and the perceptions of different research assistants will yield varying results. However, it is believed that the seventy-five textbooks in the survey include most of those used in social and general foundations courses in the professional preparation of teachers. It is anticipated that another survey would yield a similar pattern of data and support similar conclusions about foundations as a discipline.

Table One
Frequency of the Word "Foundations" in Seventy-five Textbooks
used in Foundations Courses during the 1970s

No. of books in which the word "foundations" as a course of study appeared	
in the title or subtitle:	25
in the preface:	30
in the index:	2
in a chapter heading:	16
No. of books in which the concept of "foundations" is discussed	
in two or more sentences:	20

In 25, or one-third of the textbooks examined, the word "foundations" appeared in the title or subtitle. In 30, or 40%, of the textbooks it is mentioned in the preface; in 20, or 26%, the concept is discussed in two or more sentences of the preface. In chapter headings in these texts it appears in 16, or 21% of the books. In only two of the books is the term "foundations" as a study pursuit mentioned in the index.

It is significant to note that some of the leading texts used in foundations courses omit reference to the word "foundations" either in the title, the preface, or elsewhere. An example is Robert J. Havighurst and Bernice Neugarten, Society and Education.[1] Others with reference relating history, philosophy, development, or perspectives to education have the same omission. Yet the content, scope and purpose of the books are very much the same as the several texts which do favor a foundations title or other reference.

From a first impression, the survey leads one to presume that the term "foundations" is of only superficial value for the authors. They seem to find it useful only for a packaging function but with no regard for describing the contents of the package, that is, the meaning of the concept it represents. An examination of some of the definitions given and the contents references facilitates a testing of this assumption.

In very few of the textbooks surveyed is there a confident and specific definition of the term, "foundations of education." The nearest to specificity is found in the text's focus or main concern, in what the "field" embraces or is responsible for. (A rare exception is the use of the word as metaphor, to be noted later.) Typical illustrations of the focus or concern are the following two paragraphs:

> This text in social foundations focuses on the general structure and problems of American society, with emphasis placed on the role of the school in guiding children and youth to analyze and select from alternative solutions. The authors (and, they hope, the readers) are, figuratively, standing in the doorway of the school, surveying the current cultural scene. A salient characteristic of the present culture is that we are in a state of rapid change. This book primarily is concerned with the important trends in that culture and their implications for the school.[2]

> The Foundations part of teacher preparation courses is comprised of the specific content of certain cognate areas of specialization that apply to the educational enterprise. The Foundations of Education field has the particular responsibility of selecting appropriate subject matter from these distinct disciplines and relating their findings to the educational scene. Areas such as the History of Education, the Philosophy of Education, the Psychology of Education, the Sociology of Education, and the Anthropology of Education are actually Social Foundations in nature because they are distinct recognizable cognate disciplines utilizing relevant findings in their application to education.

> In itself sociology is solely a social science, until the Social Foundations expert abstracts from its content the relevant findings pertaining to the school, the learning process, and the social setting of education. What emerges is not sociology as such, but a synthesized blending of sociology and education, a Sociology of Education or Educational Sociology.[3]

One text aims "to help college students to better understand the functions of and dilemmas of education in a society characterized by rapid social change, diverse value systems, and subcultural struggles for existence and power. . . . it is the intent of this book to cover a large number of social issues and controversies surrounding education and its operating milieu."[4] A concise book entitled Foundations of Education notes dual aspects "needlessly confused" - method and content, procedure and substance; then, without directly defining foundations, offers the following outline.[5]

Question	Discipline	Tool
What was?	History	Trends
What is?	Sociology	Measurement
What should be?	Philosophy	Logic

Some authors seem almost to touch upon a definition because of a desire to prove themselves original, even when originality is hardly relevant to pedagogical purpose, and to assert independence from anyone else who proclaims what should be taught. One might expect that publishers press for the "new and different" as a basis for promoting sales. It is likely that skirting a definition reflects an inner conflict about whether there is in fact a definite content which should be agreed upon, or whether there is an answer to the question of what the foundations of education properly and best entails. "The reader must keep in mind that the research reported only suggests but does not provide the answers to important educational questions. Even the most exhaustive survey of research could not do this, for satisfactory answers are not available."[6]

An underlying reason for the paucity of actual definitions may be the fact that some authors, like certain professors, imply an unreal distinction between purpose or objective of the book and its content. Frequent prefatory sentences would seem to indicate this. "It is the purpose of this book to help students understand . . . " or "The book aims to help readers cope with the social institutions . . . " It is as if this kind of beginning phrase is a "handle" which is expected to relieve the author of an obligation to "define," that is, to structure a body of content information to be mastered, should he be initially inclined to do so. The final stroke against defining is reached when an author then asserts that in proper pedagogy "each student should build his own definitions and content anyway."

Despite the norm of author retreat from definition (and in some cases despite the actual content) prefatory statements are amazingly agreed on the areas of coverage. With modest variation in style, the following statement of coverage is typical. " . . . a basic textbook for . . . students in courses in Cultural Foundations of Education, Social Foundations of Education, Sociological Foundations of Education, Educational Sociology, School and Society, and the like."[7] Another text states that tracing the influences of changing social, political, economic, and religious views upon the development of educational thought enables foundations study to provide a sound basis for the reinterpretation and evaluation of present-day theories.[8]

One text in its third edition includes professionalism; school and society; control, organization, and support of American education; historical foundations; philosophical bases; structuring educational programs; and the future. Acknowledging that "there is disagreement concerning what constitutes the foundations of American education," the author notes that "the most common elements include educational philosophy, history, sociology, and psychology." However, "Educational psychology is taught as a separate subject at most teacher-preparing institutions and, therefore, is not dealt with in this book."[9]

In contrast, acknowledging that some may find the inclusion of psychological foundations as "uniquely different from the traditional foundations text," the authors of another text note that teacher education programs, like many other disciplines, suffer from too much separation and specialization, necessitating emphasis on "the interrelatedness of socio-philosophic-psychological views." They wish the student to see "the educational enterprise as a system of mutually related variables rather than a happenstance collection of unrelated bits and pieces. . . . We have tried to demonstrate the interrelationship among foundational areas, and the inclusion of psychological foundations is a logical part of this effort."[10]

Table Two
Frequency of Appearance of Generally Recognized Foundations Course Content Topics in Seventy-five Textbooks used in Foundation Courses during the 1970s

Content topic	No. of times each appears in a chapter heading, even if in same book in more than one chapter heading	No. of books in which topic appears in two or more chapter headings
Setting (environment)	39	21
Social (societal, sociological, social problems, and social change	197	61
Historical	51	12
Psychological (learning, testing)	25	6
Philosophical	33	9
Governmental (control, administrative, organizational, legal structure	45	7
Economic (finance)	37	6
Professionalism (teaching, academic, freedom, rights, responsibilities)	97	29
Comparative (other countries, international)	11	3
Goals (purpose, function)	21	7
Curriculum (including methods)	29	7
Human relations and rights	24	8
Anthropological	2	0
Multicultural (minorities, pluralism)	14	3
Alternatives	11	2
Church-related (parochial schools)	27	7

Content topic	No. of times each appears in a chapter heading, even if in same book in more than one chapter heading	No. of books in which topic appears in two or more chapter headings
Innovations	13	2
Mass media	4	0
Future (futurism)	15	6

Not surprisingly, all of the general foundations textbooks carry the message that schools do not and cannot operate in a social vacuum. In Table Two, the content topics appearing most frequently in the chapter headings are unequivocally related to the social (societal, sociological, cultural, social problems, social change) (197 times). Adding the historical (51 times) and the philosophical (33 times) as essentially social, along with the "multicultural" (14 times) and human relations and rights (24 times), the societal emphasis predominates by far. Moreover, thirty-nine chapter headings specifically refer to the environment or setting of the schools, which, of course, is that of society.

The "total cultural milieu," according to one preface, is the link between educational problems and broad national and international concerns. This thought of an environmental and undergirding relationship between society and the schools occurs 36 times in chapter headings. It is illustrated in several instances. The first line of a book entitled "Socio-cultural Foundations of Education," begins: "An educational program reflects the life and conditions of society; it cannot be removed from the social, historical, and philosophical forces that ultimately shape its direction."[11] Sub-titled "environmental influences in teaching and learning," the preface of a book in its second edition begins: "The social environment of education provides the perspective for this book . . . The power of the environment to influence education was never more apparent than it is now. . . . The need to understand school learning as a product of the environment is far more critical now than when the first edition appeared four years ago."[12]

Without exception, of course, all of the content topics in Table Two are intimately related to society and its foundations. Their inclusion in some texts and not in others is justified or explained in as many ways as there are authors. One can hardly question that it is relevant for the professional teacher to know about the governance and finance of education, on which the teaching profession is very dependent. Yet one finds the governmental and financial "foundations" to be conspicuously absent in many texts purporting to give the teacher what is needed for success. One might well guess that the decision to include them is related to an academic degree concentration, a dissertation, or just a special interest.

The neglect may stem also from the some-time notion that the schools and the teacher's role should be "a-political," and thus professional training need not be concerned with the procedures for gaining power in government decision-making. However, the teacher is expected to be very understanding and adaptive to the end results of the political process. This is well borne out by the frequency of text-book coverage of human rights and minority cultures, for example, which doubtless coincides with programs receiving government endorsement and support in the 1970s.

Other topics of coverage in the textbooks are doubtless a reflection of the times. "Futurism" has been the theme of numerous organizations and studies in recent years as have also been "Alternatives" and "Innovations." It might be predicted that the glut of violence on the mass media will increasingly strike the schools; if so, television and related commercial media for the millions will find page space in the foundations texts accordingly.

Ranking second to the "social" (and its derivatives) as a frequent chapter heading topic is "professionalism." Although its second place ranking trails by about half the number of "votes," it is selected by authors for inclusion in chapter headings two or more times as often as any other (97 times). The frequency emphasizes the importance for foundations study.

Considering its frequent mention in the foundations textbooks, the word "professionalism" would appear to have been grossly neglected by authors and publishers as they considered the most fitting titles. It is not used in a single title among the books surveyed; it occurs in only one sub-title. One wonders whether the omission reflects an inconsistency or whether it is an intention to appear very conservative. Conservatism would view professionalism as predominantly, perhaps almost entirely, a phenomenon like other foundations and forces having an environmental impact on the schools.

The number of books in which each topic appears in two or more chapter headings is shown in the right hand column of Table Two. The frequency rankings of such books largely parallel those of the chapter heading appearances of the topics in the preceding column. For example, in both columns, "social" topics rank highest, "professionalism" ranks second, etc. Of special note is the fact that certain topics like "goals" and "human relations and rights," rate mention in two or more chapter headings in several books; while certain other topics like "governmental, "multicultural," "alternatives," and "innovations" occur in chapter heading mention in a very low percentage of books compared with the total frequency of chapter heading mention. Where a book mentions a topic in two or more chapter headings, inspection usually indicates that it reflects the particular experience and inclinations of the author regarding the topic. Perhaps the two authors who feel that "alternatives" and "innovations" deserve or necessitate mention in two or more chapter headings might be thought of as promoting the cause of change in what they think to be a largely staid social situation.

Judging from the titles and chapter headings, the role of the schools as a salutary change agent that is a forceful influence on society is conspicuously absent. In fact, book and article titles with negative connotations about schools are so frequent in the supplementary reading as to make education as an institution appear weak and helpless, if not hopeless. Despite any prefatory comment about other intentions, it is unlikely to be other than degenerative in training for the teaching

profession to dwell on postures portending the "death" of the schools or supporting the "deschooling" of society.

Some of the texts do make at least passing reference to the schools as influencing the society. Noting that the historical, philosophical, social, and psychological factors influence education, an author adds that the study also includes how these "are in turn influenced by education." One book title is quite balanced: "Education: Mirror and Agent of Change."[13] As part of teacher training, writes another, "foundations of education" has the task of turning out "well-rounded, competent educational 'statesmen'." Among the stronger assertions of a positive school role is the following: "The foremost theme of the book is a consideration of how education, particularly schooling (but also other educational agencies), could play a decisive role in keeping democracy as it now exists alive in an advanced industrial culture."[14] "In view of education's tendency to mirror the status quo," however, this same author appears to turn regressive in a follow-up sentence as he acknowledges that "to hope that changes in education could have a crucial effect on which way our culture moves may seem like foolishly blind optimism."

Another author similarly views education's function to bring about social change and create new cultural alternatives but notes as well the tension with the function of the school as the mirror of society.[15] The tension of the school's dual role is described by another author as follows: On the one hand the school is the agent of society and the state for the specific purpose of preserving the culture. On the other hand, education is expected to play an innovative role in bringing about solutions and to add insights for resolving problems.[16] Taking an overtly dissenting view of the foundations of education, another work blames school ineffectiveness in meeting crises on a failure to "come to grips with the ways in which schools function to serve society." "While most educators have some sense of the movement of educational practices to the tune of the societal drummer, few of them permit this awareness to impinge on their workaday lives. . . . Typically, the well-educated person is an adapted man whose capacity to think, to feel, and to act has been schooled out of him."[17]

Some of the authors' comments suggest that the schools are indeed quite influential on society but only as society permits them to be.

All of the general foundations textbooks reviewed have an underlying defense of formal education. Promotion of its growth, not its phasing out, is a connecting thread. If not provable scientifically, public education is accepted as hypothesis at least. At the same time, it is to be criticized, revised, and redirected as necessary. Among the more confident statements of this kind is the following:

> I feel no desire or professional need to expound on the virtues, strength, and tremendous potential of the public school system as it has evolved and transformed American life. I am committed to the system yet critical of it. I take an advocacy position but in taking this position, I have not deliberately turned my back on certain data and realities, nor have I ordered my statistics to set up a straw man. Data and facts speak for themselves, and I make no apologies for some of their tragic results. I am more concerned about the social dysconnectionism or dysfunctionalism of the urban school system, the social distance that it has exhibited from the realities of American life.[18]

Almost all of the authors are very assertive about the study of educational foundations as essential in preparing for the teaching profession. In most cases, the confidence is tied into the broad coverage of the course(s) and the breadth of knowledge and ideas expected to expand the capacity for professional development. In some cases, what appears prominent is an author's confident justification for, but also his enthusiastic promotion of, the book. Declaring that the "interdisciplinary" approach seems inescapable if one is even to begin to understand the problems of education, an author prologues his book with a 24-page chapter entitled "Why courses in cultural foundations of education." "Whether a course is called Cultural Foundations of Education, Social Foundations of Education, Educational Sociology, Educational Anthropology, School and Society, or some similar name, the underlying purpose is the same: to acquaint prospective teachers with the culture and/or society in which they live."[19]

In the preface of a jointly authored book, "it is felt that only continuous study of society by teachers and administrators can develop dynamic theories of curriculum and methodology for sound educational decision-making." It refers to "the importance of the rapidly growing field of social foundations of education."[20] What is meant is the relation of school to society, the importance of society both to individual development and to the development of institutions, and the nature of the present social order and its implications for the school.

Foundations study implies an indirect or instrumental endeavor, even when the teaching goal is not mentioned. " . . . this work is not a history and philosophy of education. It is not intended as an effete cultural excursion into the lore of education as an end to itself. Rather it attempts to draw upon these studies to illuminate the contemporary and to give depth and pertinence to present issues . . . The work is intended to be, perhaps most of all, foundational to inquiry about education."[21] In the textbooks surveyed, a consideration or suggestion of the benefit of studying education and its foundations for its own inherent value as a sub-discipline rarely comes closer than this. In an overtly promotional and undiscriminating fashion, one text is prefaced "for you if you intend to teach or are thinking about the possibility of teaching, . . . if you are a prospective teacher at any level, . . . if you are a new teacher of any subject in any school or system, . . . and is especially for you if you are a student in a first course in education. Such a course is often titled Introduction to Education or Social Foundations of Education, among many possible names."[22]

All of the foundations textbook authors present a strong applied rationale, with an aim to present the realities and challenges which the teacher will face. Any theoretical writing or content must apply to the practical challenge that evokes interest, to the workaday thought and activity of the teacher, or it is irrelevant. The American educational system has a problem challenge--to make knowledge come alive for young people. The assumption is that the foundations courses serve to make the teacher trainee aware of this aliveness and its realities.

> Social foundations courses in teacher education should be among the most interesting, challenging, and thought-provoking offerings in a teacher's training program. Unfortunately, they are not. All too often students get bogged down in the philosophy of education or the history of education or the purely theoretical sociology of education and are dulled by the irrelevancy and uselessness of such studies in relation to the situations that they are going to face on the battlefield that urban schools have become.[23]

"When educational theory about the way things should be is divorced from analysis about the way things are, it is irrelevant." The converse is also true. "If any useful improvement in our educational system is to be realized, theory must be mated to reality." The author of this position continues:

> Mating theory with reality entails three activities. First, it requires a close examination of the ideal purposes of education as compared to the actual functions . . . Secondly, mating theory and reality means examining the pressures, forces, constraints, and opportunities that impinge on students and educators and affect their behavior . . . Finally, we offer a general approach to strategies and tactics for modifying educational practice toward the ideal goals.[24]

III. A Survey of Course Offerings in Educational Foundations

Where there are college textbooks, there must be college courses. As a companion avenue to mastery of the same subject matter of educational foundations, however, consideration of the former proved to be far more manageable (in terms of quantity). (In this study about 100 textbooks surfaced, of which seventy-five survived the screening for the survey data.) The number of "educational foundations" courses offered during the same period, the 1970s, runs into the thousands, making impossible (within the limits of this study) a comprehensive review of all course descriptions. The reading of hundreds of listings revealed sufficiently close parallels to the textbook contents and prefaces, that the data on the large sampling of courses tabulated below well supports answers to questions of the popularity and stability of the concept of educational foundations.

The curricular offerings in college and university catalogues were analysed as to the frequency of the word "foundations" in the title of a department or in the title of a course in a department or college of education. The random sampling from the "College Catalogue Collection of Microfiche" included 800 institutions currently accredited by their respective regional accreditation associations. The catalogues described courses taught in the 1970s, thus coinciding with the textbooks that appeared during the same period. There is, of course, no way of knowing which textbooks were used at each institution, or whether any was used at all in a given course. But, with possible exceptions, it is very likely that the professors at some time made use of at least one of the textbooks among the seventy-five.

Table Three
Colleges and Universities which have
a Department of Educational Foundations

	have	have not	total number surveyed
Four-year colleges and universities	42	380	422
Graduate schools	49	164	213
Two-year colleges	0	165	165

It may be noted in Table Three that 42 or 10% of the four-year colleges and universities in the sample have a department or similar administrative unit with the title of "Foundations of Education" (or equivalent). 380 or 90% do not. Among the graduate schools, 49 or 23% have a department; 164, or 77% do not. The much higher percentage of graduate schools with departments of educational foundations doubtless reflects a regard for the importance of broadening the future teacher's orientation. No two-year colleges among the 165 surveyed have a department of educational foundations, a fact reflecting clearly that teacher preparation is almost entirely of upper division and graduate level concern.

Table Four
Colleges and Universities which have at least one course in Educational Foundations

	have	have not	total number surveyed
Four-year colleges and universities	199	223	422
Graduate schools	143	70	213
Two-year colleges	16	149	165

At the four-year colleges and universities, as shown in Table Four, 199, or 47.2% of the institutions surveyed have courses in educational foundations; 223, or 52.8% do not. Among the graduate schools 143, or 67.1% have courses; 70, or 32.9% do not. The inverse relationship may be thought of as indicating the greater attention which graduate schools give to increasing intellectual and academic exposure offered by foundations courses. It may also suggest that a graduate level professional program is more intensively concerned with a societal orientation for leadership and creativity. Among community colleges in the sampling, the offering of a course entitled "Educational Foundations" is comparatively rare, although some of the listed courses cover much of the same content. One might surmise that use of the word "Foundations" thus carries a connotation of genuinely serious and committed preparation for the profession, a point of commitment to a major.

Table Five
College and University Courses in
Educational Foundations by course area and level

Institutions which have courses as:	Four-year colleges & universities & graduate schools								Two-year colleges			Total
	0-99	100-199	200-299	300-399	400-499	500-599	600-699	700-up	0-99	100-199	200-299	
Foundations of Education	2	12	37	43	22	17	7	9	0	8	3	160
Social Foundations	0	4	11	9	7	16	3	5	0	0	3	58
Historical Foundations	0	0	0	1	1	0	2	1	0	0	0	5
Psychological Foundations	1	4	8	9	1	13	8	2	0	0	0	46
Historical-Philosophical foundations (combined)	0	0	3	5	5	8	6	1	0	1	0	29
Social-Historical Foundations (combined)	0	0	4	1	2	0	1	2	0	0	0	10
Social-Philosophical Foundations (combined)	0	0	0	6	4	5	4	1	0	0	1	21
Social-Psychological Foundations (combined)	0	0	2	1	1	0	0	1	0	0	0	5
Multi-cultural Foundations (including bilingual)	0	1	1	8	5	5	5	1	0	0	0	26
Governmental, Political and/or Economic Foundations	0	0	0	0	0	1	1	0	0	0	0	2
Professionalism	0	2	4	6	10	4	3	3	0	0	0	32
Foundations of Curriculum	0	1	0	4	2	11	1	0	0	0	0	19
Foundations of Reading	0	0	1	10	3	6	4	3	0	1	0	28
Other	3	2	13	13	19	32	20	7	0	0	1	110
Institutions with no education or related courses using the word "foundations":				(In Table Four) 223			70			149		
Totals	6	26	84	116	82	118	65	36	0	10	8	551

Among the 800 colleges and universities in the sample, there are 551 course titles using the term "foundations." The largest number of courses (160) carry the general title, "Foundations of Education" and embrace several specialized areas noted in the first column of Table Five. However, a review of the course descriptions under this title reveals a diversity of coverage dependent upon what other courses were offered by the institution. By far most of the general courses were limited to American Education and sometimes were titled "Foundations of American Education." Following are some typical examples of the descriptions.

> Introducing students to interpret uses of knowledge germane to education and to establish a basis for life-long learning through critical reflection on education within its historical, philosophical, cultural and historical contexts.
>
> Treatment of the social, political, economic, and philosophical influences that have shaped formal education in the U.S.A. Analysis of the financial, organizational, and legal aspects of education.
>
> An introductory study of the historical, philosophical, and sociological foundations of the American educational system.
>
> Basic concepts of American education. This course is basic for understanding public school education in the U.S. and includes: sociological foundations of education; control, organization, and support of American education; historical and philosophical foundations; educational programs; and the professional aspects of teaching.
>
> Aims, curriculum, content, important leaders of major educational movements from Ancient Greeks to the present discussed in the light of their effect upon modern practice. The following five areas of teaching profession will be studied: school and society, historical foundations of education, philosophical bases of education, structure of educational programs, support of education.

The Course title "Social Foundations" (58 times) was slightly more frequent than the title "Psychological Foundations" (46 times). The two combined as "social-psychological foundations" occurred in five instances. One course combination each appeared as "socio-cultural" and as "socio-aesthetic" foundations. Two courses

called "Cultural Foundations" were noted, with inevitable social overlap. "Anthropological Foundations of Education" was twice an offering.

Rather than in a college or department of education, a number of psychological foundations courses were by happenstance noted in the psychology department. (Departments outside of education were not included in the survey.) To a somewhat lesser extent in this regard were sociology of education courses located in sociology departments. Closely related to psychology, "Foundations of Early Childhood" occurred eight times, and "Foundations of Learning and Instruction," "Foundations of Evaluation and Research," ("Foundations of Educational Measurement"), "Foundations of Human Development," "Foundations of Learning Disorders," "Foundations of Exceptionality," "Foundations of Exceptional Children," and "Foundations of Cognition" each occurred one time. A "Philosophical and Psychological Foundations of Elementary Education" occurred once. "Historical Foundations" occurred only five times but in combination with "Philosophical Foundations" it occurred nearly six times as often, a total of 29 times. "Social-philosophical" at 21 times occurred almost as often. "Philosophical Foundations" alone was extremely rare. Among the listings of similar content was "Foundations of Educational Thought and Practice."

It was surprising that "Governmental, Political, and/or Economic Foundations" occurred in only two titles and descriptions. One reason would appear to be that courses in educational administration, of which there were three with the word "foundations," included some reference to these aspects. A "Foundations of Legal Education" and a "Foundations for Teachers" partially covered these areas. Finally, as noted earlier concerning the "neglect" of political process in the foundations textbooks, a long tradition of fear militates against teacher involvement in politics unless in contemplation of a career shift out of teaching. "Multi-cultural Foundations" (including bi-lingual) was the title of 26 courses. Two areas -- "Foundations of Curriculum" (19 times), "Foundations of Reading" (28 times) were felt to be sufficiently general in nature to tabulate. There was a separate "Foundations of Indian Education," a "Foundations of Human Relations," a "Foundations of Human-

istic Education," a "Foundations of Oppression," a "Foundations of Comparative Education," a "European Foundations of Modern Education," a "Foundations of Literacy," three "Foundations of Urban Education," and a "Seminar in Educational Foundations: World Cultural Perspective."

Under the "other" category, the varied courses not already mentioned were of a more particularized nature. They included "Foundations of Counselor Education and Guidance" (12 times), "Foundations of Adult Education" (7 times), "Foundations of Vocational Education" (6 times), "Foundations of Secondary Education" (3 times), and "Foundations of Elementary Education" (2 times). "Foundations of . . . " preceded one time each of the following areas: . . . Experimental Education, . . . Rehabilitation, . . . Religious Education, . . . Health, Physical Education, and Recreation, . . . Outdoor Education, . . . Business Education, . . . Secondary School Teaching, . . . Language instruction, . . . Teaching the trainable Mentally Handicapped, . . . Guidance of the Hearing Impaired, and . . . Community Education.

As if to illustrate that particularity may be desirable to meet numerous individual needs, "Independent Study in Educational Foundations" occurred eleven times. There were two "Topics in Educational Foundations" and one "Special Problems in Educational Foundations," with the description implying both student selection and instructor assignment of content. There was an "Interdisciplinary Foundations of Supervision" (for doctoral students).

There appeared to be a consistent pattern in some states of either the use or the non-use of the word foundations in the titles of courses and/or departments. At some institutions the titles, arrangement, or descriptions were quite different from the simple "norm" of foundations courses; for example, a series of five consecutive courses in educational foundations, and a foundations course described as the "first course in the professional sequence in teacher education." Among the institutions with departments of "educational foundations," there were a few (less than ten) listing no course titles with the word "foundations." Some of the clearly foundations departments (but not counted in Table Three, since the word "foundations"

was not used) carried rather unique names, such as "Administrative and Foundational Service" and "Educational and Professional Development."

Courses with the word "Professionalism" in a title appeared 32 times. While not notably in combination with the word "foundations," the topic appeared so frequently in the textbook chapter headings that is was important to note its frequency in course titles whether or not in title with "foundations." The course descriptions revealed contents much like the social-foundations, with additional attention to the governmental, political, economic, legal, and ethical concerns of the teacher. One course entitled "Foundations of the Teaching Profession" was described as "A Study of the teacher as a functioning professional against the background of the important historic and philosophic issues of education." Another course was entitled "Philosophical Foundations of Professional Practice." Very few titles appeared to be entangled in tautological build-up, although, as in the case of the textbooks, many of the titles could be made clearer and more succinct. From a glance at the course description, "Theoretical Foundations of . . . ", it would seem as readily and accurately entitled either as "Foundations of . . . " or as "Theories of . . ."

In the textbook survey (with a universe of 75), it was possible to include foundations books not having the word "foundations" in the title, but in the course survey (which involved thousands) it was not possible to include courses without a "foundations" title. This meant giving only a cursory glance at some of the descriptions among the hundreds of courses with much the same content. It was apparent that the course titles, "Philosophical Foundations of Education" and "Philosophy of Education" were interchangeable even under rigid scrutiny of course descriptions. The same would be said of psychological, historical, and sociological foundations. Any of several words appeared as a virtual or reasonable "substitute" for "foundations." These are illustrated in such titles as "Dynamics of American Education," "Principles of Education," "Philosophic Dimensions," and "Orientation to the Profession." With a bit different slant there were "Trends in Education" and "Sources of Philosophy of Education."

The most popular level for educational foundations courses is the third or junior year (indicated by 300-399 numbering) and first year graduate (indicated by 500-599 numbering) (Table Five). The former would reflect the point at which the student decides on a major in education, that is, decideson entering the teaching profession. The latter, similarly, would reflect the professional commitment at the graduate level. These observations would suggest a close tie between professionalism and the use of the word "foundations."

At the lower division level (freshmen and sophomore), courses in the general area of "Foundations of Education," and the historical, social, and psychological combinations exist, but lower division courses in the more specialized areas are almost non-existent. Only three courses were numbered under 100. The two-year colleges omitted the 0-99 level, favoring 100-199 and 200-299 offerings and limiting these almost entirely to the general course in "Foundations of Education." Even at the graduate level (courses number 500 and up), the general "Foundations of Education" title still remained more frequent than any single other general category (such as social or psychological) and far more frequent than any of the specialized areas.

Sharp conclusions about differences should not be drawn from the data, of course, since many variables exist among the institutions. The sequences of the significance of the numbers, and the stipulation of prerequisites were seen to vary too widely. What is unmistakably certain from the survey is a widespread acceptance o and even regard for the foundations terminology, however varying might be the meaning attached to it.

IV. Conception and Image of the Field of Educational Foundations

From the two surveys (textbooks and course offerings) concerning the foundations of education field, one might ask in some of the cases which was the chicken and which was the egg. Or, as in most life species, once begun, does one of the two nurture the other until some tertiary force (such as budget) launches a process of extinction, cutting off the lifeline for both? From a careful reading of the textbook prefaces, one gathers a more complex impression. The need to add a course exists because a "new" subject area is emerging (has emerged) -- foundations of education. It is interdisciplinary. Professors hired to teach in the field then select "inputs" from the disciplines involved, debate and agree on their inclusion, and the textbook is conceived, its birthdate to coincide with that of the course itself.

A kind of "mutation," short of being "born again," occurs as the foundations department or section updates itself and engages in curriculum revision. The confrontation may be with the institutional budget, or the result of new directives from the state office of education. Enrollment is almost certain to be a factor. It may be a question of adding a topic or field requirement which did not fit well in other departments. In another case it is a certain program development emanating from one or more faculty members ("corrections" or "bilingual-bicultural," or "vocational" or "comparative" or an interdisciplinary studies degree, for example). At times it is a question of a legislated requirement in which all departments are to share, such as "mainstreaming." The foundations area, having the reputation of flexibility and adaptability, for some even the image of a "catch-all," seems to fall natural prey to such influences.

What might be considered a "grandaddy" of educational foundations course texts, the copious two-volume (1941) work of nearly 1,700 pages from Teachers College, Columbia University, Readings in the Foundations of Education, had this kind of origin.[25] Before its adoption by the Teachers College, the foundations requirement

(for the master's degree) was satisfied by completing eight credit points of work in separate departments - history of education, philosophy of education, psychology, educational sociology, educational economics, and comparative education. After years of study had disclosed this approach as "mechanistic and atomistic," the various isolated parts were brought together in 1934-35 under the chairmanship of William H. Fitzpatrick, with an anticipated eventual outcome of proficiency in the design, construction, and operation of the schools. It was held that the sciences, arts and skills of the school program are made directly from the culture itself, i.e., from 1) the problems of young people and adults; 2) the traits, characteristics, and values of the people; and 3) the trends and movements of American and world history which brought these problems, traits, and values into being. "The very stuff of the study of education, we think, is the life of our people as it is actually lived."

This kind of ad hoc origin would appear quite generally true of foundations courses. An endeavor with the characteristic of a virtual "non-discipline," because it is a "multi-discipline" being taught in scattered departments, is conceived as needing to be organized and established as an "inter-discipline" with an entity of its own. This kind of beginning and development helps to explain much of the variety in textual coverage and treatment as well as the particular combinations of source disciplines in the course descriptions; it may well be a reason for the confusion in the minds of many of those who encounter the field.

In general, the image of the foundations course has been neither very clear nor very favorable. Unlike the typical author who believes that the course making use of his foundations text should be effective and enjoyable, more than one college dean and department chair has on file student and other evaluation reports dubbing it as "irrelevant, meaningless, and dull," and its professors "erratic and indifferent" in their presentations. But no evidence is likely to support a charge that foundations courses suffered this indictment any more often than did many courses in the 1970s. Certainly the hallowed disciplines of history and English have been the brunt of these criticisms in a theretofore unheard of manner. Emotion-fraught name-calling

is both unprofessional and destructive.

It is more appropriate to consider why educational foundations is "a somewhat nebulous field of study" in need of "a balanced analysis," as one textbook author writes.[26] It is more constructive to try to understand the hesitations of college textbook publishers regarding a foundations book manuscript. With a few major exceptions, an editor corresponding with the manuscript author is almost certain to raise questions about the scope and meaning of the discipline, perhaps even questioning its validity from the marketing point of view. Following are some illustrations taken from publisher correspondence in the mid-1970s.

> The field of foundations is so amorphous, as you know, that I find myself very chary of undercommitment to publication in it.
>
> We have no place on our education list for manuscripts about foundations.
>
> . . . although a work of this nature has merit, its commercial opportunities, because of the field involved, are extremely limited.
>
> We do have underway a book that combines the history of education with some material on foundations, and would have to do further research before determining whether another title in the field would be appropriate.
>
> The re-reviewing of your manuscript has caused us to take another intense look at the Foundations market and our publishing plans both in that area and other course areas in Education. The evidence has caused us to now conclude that we could not successfully reach the diverse and, seemingly ever varying Foundations market. Instead of going ahead with your project or, for that matter, one of similar nature, we will focus our efforts on other Education courses. We . . . certainly appreciate your submitting the revised manuscript. You have made some nice improvements and you should be able to place the work with a suitable house.
>
> So now that we have the publishing contract signed, I am going to be so bold as to ask more bluntly a question which you must have noted on my mind from the beginning -- What exactly is the field of foundations?

The clouds of doubt are confirmed by the textbook survey revelation that in only two of the seventy-five books did the index list the word "foundations," with the meaning of an academic field of study. In the sixteen other index listings the word meant a philanthropic grant-giving organization or the state foundations plan for equalizing funds among school districts. What is the secret that needs keeping? Is it a question of "what's in a name?" Any person suggesting the question is

unworthy of attention because "a rose by any other name is still a rose" has little or no sense of communications in the real world. It would seem that if a name has a vague or confused meaning, it is all the more appropriate that it be defined. Indeed, a pedagogic aphorism states that if it cannot be defined, it cannot be taught.

A recently hired reference librarian in March 1975 at a midwestern university wrote to a professor in the Department of Educational Foundations: "Since my arrival on this campus, I have felt strongly the need for a faculty club; in your work with educational foundations would you be able to suggest sources of funds for this purpose and help work on a grant to support it?"[27] A development officer approached an educational foundations chairperson with the query as to whether his department might not cooperate with obtaining foundation grants. A veteran library cataloguer asked a member of the Foundations Department as he was searching the card catalogue: "You know, I have taken courses in a dozen departments at this university but never considered your department because I can't seem to understand what it is." In a somewhat jocular vein a senior professor, introduced a colleague from the Educational Foundations Department as a specialist in "foundations garments." If experienced academicians, including librarians, harbor a vague understanding about foundations terminology, how much more confusing is the field for the younger faculty members and community leaders who are outsiders?

The librarian has two tools relating to the field of knowledge in all its generalities and specifics. These are the classification scheme and the subject heading. Would not one assume after more than a half century of course offerings and textbooks in educational foundations, and the emergence of or at least a semblance to, a discipline or subdiscipline, that these library tools would include it? Even if it were some kind of "inter-discipline" or "cross-discipline" (admitting its vulgarity, a librarian used the epithet of "bastard discipline"), would not the fact of its existence and of many books bearing the word in its title, be sufficient reason to merit a listing by the experts responsible for the classification of printed knowledge? The fact is quite the contrary.

The term "Foundations of Education" in any form is non-existent in the Library of Congress Classification. The closest to it would appear to be LC 71-245, "Social aspects of education." LC 189-235, Educational sociology, or LC 189, Education and social philosophy. There is also LC 191, Education and society, with a "cf." to LC 1090-1091, political education; and LC 251-951, Moral and religious education. Under LC 1001-1091, Types of education, one finds the following: 1001-1021, Humanities education, Liberal education; 1043-1047, Vocational education; 1051-1071, Professional education; 1081, Industrial education; and 1090-1091, Political education.[28]

The recent update of the Library of Congress classification come no further to a recognition of "educational foundations" as a field of study. Merely extending some of its previous terminology, it notes LC 1099, Intercultural education, with many specifics for the various ethnic groups, and LC 201.7, Education and social background.[29]

The Dewey Decimal Classification also completely avoids the term Foundations.[30] Under 370, Education, it notes 370.1, Philosophy, theories, principles; 370.19, Sociological aspects; 370.193, Educational sociology; 370.193 3, Role of school in fostering society; 370.193 4, Social problems affecting school organization, racial, cultural, environmental factors; 370.196, Intercultural education; 370.195, Comparative education; 370.7, Study and teaching of education; 370.71, Professional education of teachers, under 375, it notes "Curriculums."[fn]

In the published subject heading lists of the Library of Congress, one finds no entry under "Foundations," as related to education. Thus the card catalogue which makes use of the Library of Congress lists omits the entry as a subject heading, unless in some instance a library may wish to add it. The only books under "Foundations" or under "Educational Foundations" are those with titles which begin with the word "Foundations" or "Educational."[31] As the researcher moves to the periodical medium to use the Reader's Guide or the Education Index of the H.W. Wilson Company, one finds a parallel to the card catalogue.

Using the computerized retrieval service of The Ohio Cataloguing Library Service (OCLC), is not yet refined to produce a list of works in the field. Approaching the search with the words "education" and "foundations" as descriptors yields the same results as does the textbook indexing of the word "foundations," that is, referral either to philanthropic enterprises or to state government plans for distributing funds to local school districts. A given computer program is limited to assembly of a list of items with titles which contain both words; the list may mean mostly pieces in the curricular field of "educational foundations," but it necessarily omits many works in the field with diverting titles and subtitles.

In Books in print - Subject Guide one finds the broad field of education as the catch-all, followed by Education-Philosophy, Education-Finance, Education-Aims and Objectives, Education-Curricula, Education-U.S. History, Education-Humanistic, Educational Psychology, Educational Sociology, Educational Law and Legislation, Education of Children, Education of Criminals, Education of Girls, Education of Prisoners, Education of Women, and a scatter of references to Adult education, Educational innovations, Intercultural education, and Teachers.[32] No entry exists for "Foundations of Education" or "Educational foundations."

The volume, Books in Print - by Title contains about 500 titles beginning with the word "Foundation," which includes not only Foundations of Education but also Foundations of chemistry, of faith, of singing, of econometrics, and of numerous widely ranging areas.[33] Such scope attests unequivocally to the popularity and currency of the concept, but it suggests no more common meaning than introductory or fundamental, which are generic attributes hardly adding to any justifying of the establishment of a field or discipline. The same is true of titles included in American Book Publishing Record,[34] an annual cumulation of American book production. Its subject section groups educational foundations books under the broad category of the "social sciences," with educational foundations books generally clustering among or around the education sociology titles.

A refreshingly positive concern with "Foundations" as an acknowledged field of study and research comes from the Educational Resources Information Center (ERIC) which provides two major library reference services. The Resources in Education (RIE) announces and abstracts recently completed research reports, project descriptions, and other documents of relevance to education. The Current Index to Journals in Education (CIJE) announces and abstracts journal articles appearing in 800 major educational periodicals and serial publications. Both make use of the subject headings listed in the Thesaurus of Eric Descriptors.[35]

Since May 1971 the Thesaurus has included the category, "Foundations of Education." The scope of the term is defined as "The philosophy, social forces, institutions, and human relations upon which the formal educational system is based." "Narrower terms" which it embraces are Educational anthropology, economics, history, philosophy, principles, psychology, sociology, and theories. "Related terms" listed are Comparative education, Education, and Teacher education curriculum. During the entire decade between 1971 and 1980 the subject heading was used only 92 times in RIE and 121 times in CIJE. They still involved widely divergent titles, such as "Who drives the schools," "The basic controversy," and "Education in the United States." As a heading for documents, reports, and periodical articles rather than for textbooks, ERIC may have a limited message for "Foundations of education" as a discipline but it is nonetheless a well articulated acknowledgement and the major one outside the professors and textbook authors in the field.

V. Professionalization of the Field

An organization "to promote a more integrated approach to the foundations of education" was founded in 1968. It is a learned society for students, teachers, research scholars, and administrators, who are interested in what is generally called 'the foundations of education' (consisting of such areas as history of education, educational psychology, and philosophy of education). It gives opportunity also to those "interested in developing the academic study of education as a distinct field in its own right, equivalent to such institutional fields as government and religious studies."[36] The organization is the American Educational Studies Association. Conducting an annual conference, publishing a quarterly journal, with book reviews, and providing an outline of coverage, it qualifies as the kind of professional organization that represents a bona fide discipline or field of study, much like chemistry, or economics, or music.

It takes only a glance at the coverage of the subject categories listed in the journal of the American Educational Studies Association to note that the discipline or field of "foundations" covered appears much broader than anyone trying to delimit it would like. In fact, the coverage is as broad and uncontained as "Education" itself can be. A journal editorial refers to the initial purpose of providing "a vehicle for the entire field of the foundations of education (or the field of educational studies, if an alternative term is preferred)." The "basic objective" of its sponsoring association has been "to act as an 'umbrella' organization for the diverse areas that make up the education field." As "the most fruitful way of bringing together the different areas which comprise the foundations of education," the journal has attempted "to review all of the new books pertaining to educational studies . . . " "The following statistics for our standard book reviews are illuminating: in 1970 we reviewed 124 titles, in 1971 there were 245, in 1972 (our best year to date) we reviewed 354, and in 1973 we covered 279 titles."[37] The major subject categories, with representative sub-topics, for these reviews were as follows:

1. General Foundations of Education: General foundations textbooks/General Educational issues textbooks/Education as a field of study/General educational reference works

2. Philosophical Foundations of Education: Philosophy of education/Analysis of educational concepts

3. General Policies for Education: General goals/General policy proposals and critiques of education

4. Historical Foundations of Education: History of education/Biographies of educators

5. Comparative and International Education: Contemporary foreign educational systems/International education/Development education/Typology of school systems

6. Social and Economic Foundations of Education: Sociology of education/Anthropology of education/Social psychology of education/Economics of education/Effects of the society and economy on the schools/Functions of education/Socialization/Human resources and education/School as a social system

7. Control and Administration of Education: Politics of education/Educational administration/Educational authority and bureaucracy/Organization of the school system/Institutional components and levels of the school system/Educational planning/Conflict processes in education/School law/Educational efficiency/School personnel

8. Curriculum Studies: Educational programs/Curriculum evaluation

9. Teaching Process: Theoretical analysis of teaching methods/Effectiveness of schools/Integration and grouping as factors in school learning

10. Educational Psychology: Learning/Motivation/Individual student factors in relation to the instructional process/Tests and measurements/Student evaluation

11. General Educational Research Methods: Statistical methods/Other general research methods

A question of professionalizing a specialty underlies the existence of other journals serving educational foundations. In the case of the American Educational Studies Association, its journal's very broad coverage is of only limited help in supporting a clear segment appropriately carved out as educational foundations. Dozens of admittedly general coverage journals in education never mention the field of educational foundations but carry a marked focus on it. In the case of journals devoted to such categories as the sociology or history or psychology of education, the editorial endeavor is keenly watchful so that no interdisciplinary subject matter in any way upstages the title role or the primarily targeted specialty. Similarly, among the various professional organizations themselves, some embrace

all of education or all of higher or secondary education in any of its aspects; others confine themselves to a very specialized segment such as psychological testing or instructing the handicapped child.

Another journal, carrying the subtitle, "Journal of Foundational Studies in Education," is Paideia, established in 1972, as an annual publication. Described as "an international journal based upon education as the making of man, i.e., man himself is the ultimate theme of education" its essays are directly "concerned with man's nature and values in relation to education" such as befit historical and philosophical topics themselves.[38]

Other journals entitled the Philosophy of Education, History of Education, and Sociology of Education as well as a number of general coverage periodicals quickly qualify as journals in the field of educational foundations but their content may be far removed from "introductory" connotations and may legitimately cover every conceivable topic relating to education. When any of these endeavors make pretenses or carry implications, direct and indirect, concerning foundations of education, but never pause to clarify it, it is apt to add further to the confusion of terminology and coverage.

Perhaps one should question whether the field of educational foundations can be regarded in a professionalized sense like that of other academic fields. At least, it may be helpful to note differences. What practical independence from or refinement of education as a whole can the field claim? From the same qualifications, for example, one can be a professor of educational administration or be a practicing administrator in the schools. One can be a professor conducting courses in teaching in the secondary or elementary schools or be a practicing teacher in those schools. One can be a professor in counseling and also be a counselor, a professor of curriculum and also be a curriculum builder. Similarly, the role of professor of sociology differs from that of sociologist, the role of a professor of history differs from that of an historian. But the role of professor of educational foundations appears to have no parallel difference, enabling him to be "a foundationist," or a

practitioner of any kind. Is there a practitioner side for the professor of foundations?

Perhaps the professor of foundations comes closest to being a professor of liberal arts or a professor in interdisciplinary studies, if, in fact, that kind of generalist is really possible. In the applied role, he is then a "liberal artist" or an "interdisciplinarian." Either of these might imply a kind of inappropriate dilletantism, unless a focus on a practitioner art of some kind is articulated. At the same time, this may, in fact, be a feasible way of considering the role of the professor of educational foundations if his subject wares are to be thought of as broader in function than being a service or support area and nothing further. Let one surmise for a moment that the broader function is the very idea of being a member of a profession, particularly the idea of an educator's being a member of a profession, that is, of a phenomenon undergirded by social and related foundations. Then let one assess the educator and the foundations professor according to its criteria.

It will be recalled that of the various topics covered in the textbook survey, the second most frequent, second only to the societal itself, was professionalism. In their treatment of the topic, the authors shared general interests and concerns of a very similar nature, which one may presume are elaborated in teaching the courses. Some are paraphrased here.

To be a member of the teaching profession, to be a professional, is more than the tasks of a teacher in the classroom. Professionalism as it embraces the full scope of responsibilities and rights of teachers, requires a thorough understanding of society as a composite of characteristics of a group, such as teachers, whose members are permitted (by society) to fulfill their role only after long preparation and thorough training, who honor standards and codes of ethics, and who are dedicated to their cause and to a calling above and beyond self. Such a role, indeed, requires a breadth of familiarity with the larger society, the numerous social problems, the changes they engender, and a sense of the school as a social institution. Besides being "foundational" because it draws upon history and philosophy to illuminate

current social issues, an author reasons his book to be foundational as "it tries to build foundations of competence for entering the school with a profound understanding of what it means to be a professional in education."[39]

It is professionalism that touches an author when he writes that his foundations textbook is "intended to stimulate fresh thinking to encourage the making and testing of challenging hypotheses which will carry students far beyond." It is the professionalism focus that carries the foundations student beyond acquaintance with social trends and characteristics, and, of course, beyond mere methods and subject matter in the classroom, and motivates him to translate ideas and actions into leadership. In other words, professionalism, besides serving to reflect that society is the foundation setting for the schools, also demonstrates that education is the foundations of society. Instead of a graphic arrow of influence pointing only from the larger society and its various historical, philosophical, economic and other forces toward the schools, the professionalizing of education means sending out an arrow of educational impact into the society.

The criteria of professionalism as generally agreed upon by the textbook authors may be used as a measure of whether "educational foundations" is appropriately considered a professional field of its own, an academic discipline, something in-between, or something else. The measure might be applied by rating whether the field is strong, medium, or weak in each of several specifics such as 1) service to society; 2) applied specialization; 3) liberal and general educational background; 3) formality of preparation; 5) codes of performance; 6) licensing and certification; and 7) organization into an association. Or one might ask whether the persons engaged in continuation of the field have 1) a sense of identity; 2) a permanent or near-permanent commitment to it; 3) a shared set of values; 4) an agreed upon pattern of conduct among members and between members and non-members; 5) a common language (imperfectly understood by non-members); 6) a control over the conduct of members; and 7) a control over the selection and training of new members.[40]

Few would disagree that educational foundations according to the first set of criteria would receive a strong rating in service to society and applied specialization; at least a medium rating in liberal-general education as background and in specifically formal preparation. But one is hard pressed nationally to rate the field as other than weak in terms of awareness of any standard codes of performance, licensing and certification, or organization and association. At very few institutions would a survey of the faculty in educational foundations reveal more than a tiny percentage belonging to an organization because it focuses on their field.

Rating the field according to the second set of criteria yields a very poor score. The professors and authors in the field of foundations nationally (not considering any professional togetherness within the separate areas of educational sociology or philosophy or psychology, for example), are weak in sharing a sense of identity, a permanent or near-permanent commitment to it, a common set of values, an agreed upon pattern of conduct, a common language of their own, or a control over the conduct of members over the selection and training of new members.

It is conceded that an academic discipline or applied field is not necessarily dependent on a set of criteria for professionalism. It is admitted that one may contest some of the logic in their application. But for lack of a better measure, the exercise does help to clarify capacity of a course and textbook area such as foundations to carry a defensible identity and development of its own. The ratings indicate weakness or mediocrity for most of the criteria. Where strength is indicated, it is due to a measure which applies to professionalism in education as a whole. The field is very much an academic study of a social phenomenon (education) before it is a separate discipline. Its members are professional as educators (to which all of the criteria readily apply) not as "foundationists." In a theoretical sense, the term "educator" may be more appropriately and dominantly applied to the professor of educational foundations than to the professor in any other academic discipline, whether in the college of education or the college of arts and sciences. Certainly the professor of educational foundations is more of an educator in the

true sense of the word than is the research professor, a vice president, or a president, the latter having been increasingly removed from tasks which are of a genuinely educator nature.

VI. Making Study in Educational Foundations More Effective

Some instructors in the field of educational foundations may feel that the survey reporting and discussion in this article serve a dubious purpose because "all's well in the discipline." They may be more or less indifferent, and feel secure. Many others, however, have personally experienced the kind of confusion that has been described and documented. Like many outsiders, they may actually be frustrated. Widespread discussions and encounters among both faculty and students, administrators and community leaders, reveal a majority of persons in educational foundations who are genuinely concerned, at least, that teaching in the field can and should be improved. If it isn't, they fear, the budget-cutters may make a case for curtailment and even elimination.

The most immediate and least drastic step for improvement would involve continued use of the term "foundations" but with a resolve to make it useful and meaningful. Instead of avoiding reference to it altogether, the professor, author, and curriculum planner would explain why it is used. He would show that there is meaning in the name even if it is only "Introduction to . . . " or "Fundamentals of . . . " This would seem to parallel its use in the titles of textbooks or courses in such substantive areas as chemistry or mathematics. At the same time, "Introduction to the Foundations of Education" would seem to be tautological, i.e., it would seem to mean "Introduction to the Introduction to Education." It would also seem pretentious since every college student has already had at least sixteen years of very practical and experiental introduction as a former pupil at the elementary and secondary levels.

If it is clumsy or insipid to take the term "foundations" seriously, then the ignoring of it or the accepting of it, in a "take it for granted" sense, would appear quite normal. There is, however, a way to take it seriously and make it practical and communicable to shift from indifference to positive utilization concerning the foundations label. That way is to consider the metaphoric value of the term. A metaphor is a figure of speech in which one thing is likened to another by being

spoken of as if it were that different thing. It implies a comparison in which a word (foundations) ordinarily and primarily used of one thing (ground support and undergirdings for a building structure) is applied to another (bases supporting education and on which it is founded and strengthened). In another metaphor, one may speak of public education and the schools as bound by numerous strands of gossamer in the web of the surrounding society. One may speak of the external forces which act upon the schools to shape or groove it into becoming what it is. "Forces," "shape" and "groove" are metaphoric words which may be credited to the physical sciences or to architecture. Borrowing them in order to help understand public education in the context of the large society "just comes naturally," or at least long years of usage has made it almost "natural."

Foundations has the connotation of a prerequisite. It is the base of a hierarchy in the rise to professional status. One does not become a physician until one has undergone an internship, which follows two years of medical school, which follows upper division, pre-medical concentration in biology and other sciences, which follows liberal arts courses during the lower division in college, which follows high school. As in the metaphor of constructing a building, the preliminary steps provide the foundation on which the main and upper floor(s) can firmly rest. An analogy may be made with a tree and the necessity for its being well rooted in fertile soil. Foundations study as prerequisite study is the firm grounding and the root structure.

"Foundations" implies operating and development (or lack thereof) in accordance with laws of "gravitation" pulling the school system, as if a structure, onto a surface that may be soft, muddy, sandy, rough, or tilted; or, in contrast, hard, firm, smooth, or level. A book entitled Education: Foundations and Superstructure reasons the preparation of teachers, administrators, and counselors as follows: "Our rationale is a simple and, we hope, a logical one. If we are to build a skyscraper which won't collapse, we first build a strong foundation, then we move onto the superstructure."[41] The condition of the foundation governs the strength of the

structure. In a similar image, one may note "forces," connoting a magnetic field, a climate and atmosphere, a centripetal movement drawing its object toward it and making it fit a certain pattern and direction. In truth, both concepts -- "foundations" and "forces" -- may be equated as supportive and sustaining power, undergirding and giving direction to formal education's social environment.

Removed from metaphor, what is this environment of foundations and forces of which public education is a part? It may be regarded as the larger association in society of individuals and groupings held together and/or institutionalized by a common pattern of behaviors, beliefs, and attitudes. It may be studied from the viewpoint of several well-established and productive disciplines, the most basic, according to the surveys, carrying a societal emphasis. The sociology of education embodies the study of all of the relationships of people individually and in groups as components of society. It appropriately includes the governmental, economic, and political relationships and structure and, of course, intercepts the historical, philosophical, and psychological.

With or without a formal definition of society, every person already has some notion or impression of it apart from a mere abstraction. Anyone, in fact, can attempt to represent it graphically, to draw a picture of society as many identifiable forces and foundations impinging upon the school. Figures 1 and 2 are examples of such graphic representations.

The groupings of forces and foundations in the illustrations are directly reflected in subject areas in the academic curriculum. They have become traditionalized as broad and convenient areas of learning. Many other such areas exist -- anthropological, technological, intellectual, applied; in fact, an adjective representing almost any area of knowledge relating to society may be used relevant and applicable. A picture may be drawn of a child or youth, a pupil or student, as a developing personality, encircled by the above curricula groupings. A more intimate, particularized picture might label the surrounding forces and relationships as mother, father, siblings, peers, teachers, librarians, television, poverty, health,

racism, and community programs.

In any case, the foundations and forces idea represents a larger setting with a governing influence on a specific institution. Any organization or institution may be thought of as existing in time and space, resting on foundations and changing with forces that are external to it. One may say that an organization such as a school or an institution such as public education can rise no higher or be no sounder than its foundations will allow; moreover, its development is bound by its environment of forces. At the same time, as indicated in the figures by the arrows in reverse direction, the school, in turn, acts upon society. A few of the textbooks point out that this, too, is a response to the external foundations and forces.

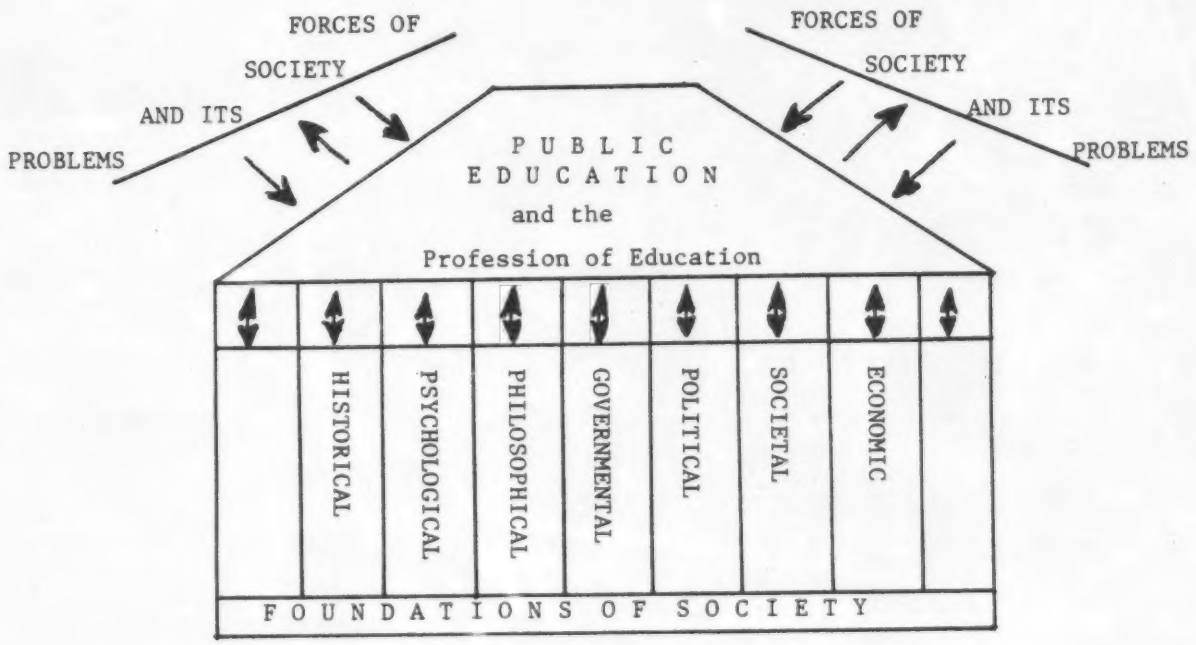

Figure 1: A view of society's problems and forces acting upon public education and the profession of education as they are supported on social and related foundations.

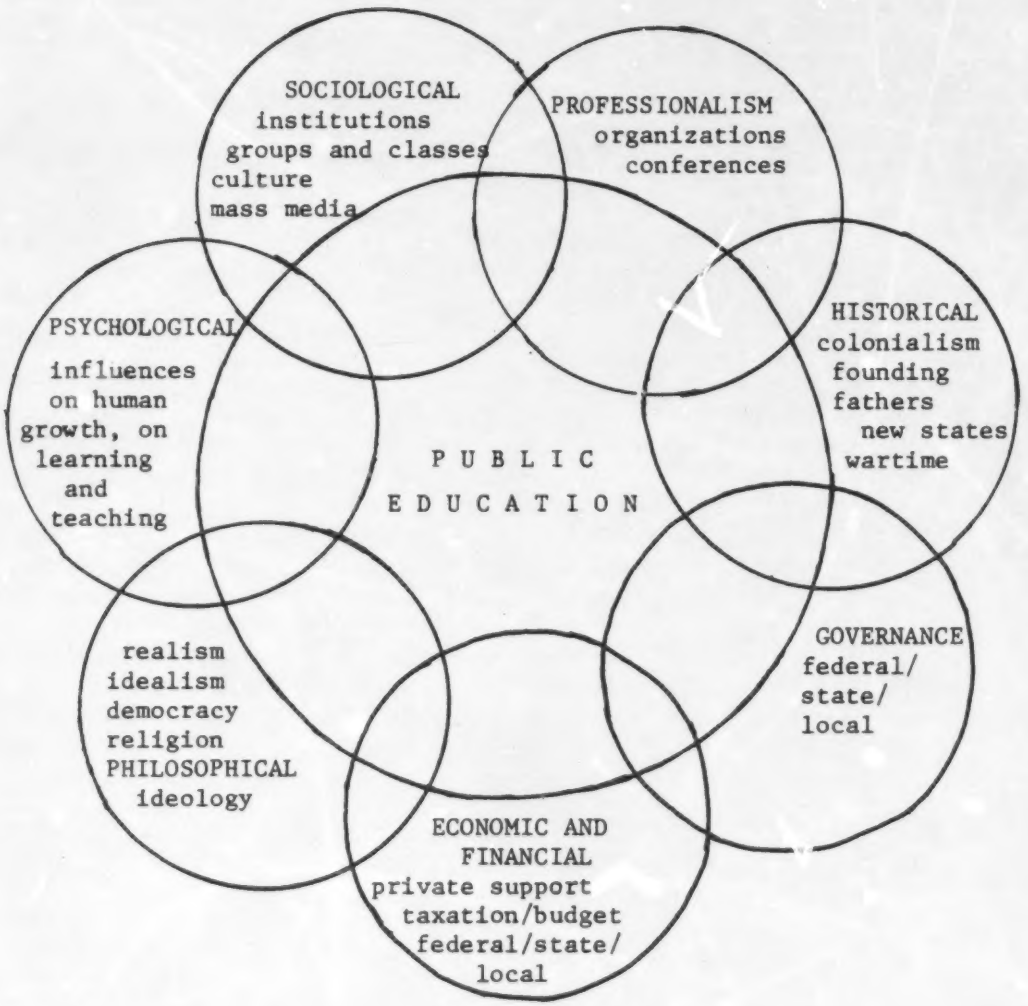

Figure 2: A view of society showing its foundations and forces acting upon and interrelated with public education.

An observer may acknowledge that the metaphor is the thread that runs through all of the courses and all of the textbooks adopted for them, but may assert that it is so obvious and simple, i.e., it is so well understood anyway, that the belaboring of it is unnecessary. As an effective link with students and a clarification of the field, however, it has proved valuable, a respondent observer affirms. It makes meaningful or definitional use of the word in the course and/or book title. There must be effective ways other than metaphor to make the term "foundations" relevant to the content and thus worthy of more than merely being taken for granted. Scattered professors may be using them with good results in meeting curricular objectives, but no specifics surfaced in the surveys. Effective means should be encouraged and publicized.

An alternative to making use of a "foundations" title relevant to the content, whether through metaphor or otherwise, would be to seek a new title to fit the course (with textbook) as generally taught. Such a search might be conducted by a committee or council whose considered viewpoints would parliamentarily yield their majority choice. The group might consist of representatives from leading professional organizations or faculties of leading colleges and universities, as well as from foundations professors and authors. But the staying power of any changed terminology would be only as strong or as weak as are any efforts to legislate responsive and often vigorous intellectual and educative pursuit. Moreover, any assurance that a different term will in fact improve teacher education must ultimately be reflected in the titles of textbooks and course offerings, and thus command the respect of the foundations professors and authors.

The committee search might consider a nationwide contest, mundane as that may sound for academics. Candidates for co-sponsoring or assisting in such a contest are wide-ranging -- from a national educational organization to the Readers' Digest or the Gallup Poll. A first major step will be to set forth in succinct fashion the scope and content which the term is to cover. To help prevent parochialism, this might take the form of a preliminary contest to search for the most concise and

meaningful phrasing or rephrasing of the content. This would facilitate a much needed understanding of just how the outsider (and insider) feels about the field. It is apt to bring a mass of motley replies.

For example, an informal "contest" conducted by the author brought the following. The course is "an all inclusive treatment of the what, when, where, how, and why of education." "Foundations study is a recipe for "Education Cake: Select ingredients from the social sciences; fold in the schools, gently sprinkling in controversial issues and field studies for flavor; frost or top with professionalism." "It is largely a matter of fundamentals -- everything you always wanted to know about education but were too bored to ask." "It is a catch-all for insights and skills which should have been learned in other courses." "It is a bag of tricks to justify an added department in a college of education."

With caution, an analogy to departments and courses in other fields should be given renewed consideration. It has not been shown that "educational foundations" represents a distinct professional field, or that there is need for doing so in any thoroughgoing manner. Neither is it a question of a field of study or an academic discipline which must be closely similar to history or economics or music. But in its relations to education as a broader field and matrix, there may be unexplored, helpful parallels with these. Music, for example, may be divided into three facets: 1) the performance of music for the benefit of an audience, which is like teacher performance before the students in the classroom, like applying the "how-to" of the discipline; 2) the acquisition and practice of a method is to develop the "how to" skill that enables satisfactory and effective performance; and 3) the study of the authoritative knowledge about music as having a role in society, with a history and philosophy and theory, and psychological relationships for groups and individuals. Known as musicology, and probably referred to as a profession by those involved in it, this third facet is the most similar to "educational foundations" as a profession. From this analogy, a name such as "educationalogy" or the briefer "educology" quickly comes to mind as the study and analysis of knowledge about education in its societal settings.

The titles of the textbooks surveyed were varied as were some of the course offerings. None, however, veered far from a similar or closely related meaning, with the content commonly embracing related sub-disciplines. So much is this true that the various word combinations used therein might be unscrambled and neatly categorized in tabular form. The person seeking a title for a course or a textbook then has before him a kind of well-displayed, survey-based, useful smorgasbord. If searching for the best book title, the publisher and author need merely select a favorite item from each of columns one, two, and three in Table Six, he will find that whatever the selections, they will reasonably, if not always appropriately, fit together. Other items can be added to the first column to reflect particular orientations or movements in vogue, such as humanistic or environmental or multi-cultural or interdisciplinary. With the aid of a thesaurus or dictionary of synonyms, and a bit of imagination, the table could be expanded considerably. The nomenclature table is not intended to be taken as a serious guide for action but it probably reflects more objective logic than that exercised in naming many of the textbooks and courses surveyed.

Table Six
A Nomenclature for Educational Foundations

Column One	Column Two	Column Three
Social	Foundations of	Education
Historical	Introduction to	Learning
Philosophical	Problems of	Teaching
Socio-Psychological	Issues about	Teaching and learning
Political	Fundamentals of	Learning and teaching
Governmental	Background for	Schools and schooling
Economic	Insights into	Professionalism education
Cultural	Trends in	
General		

Valuable suggestions for refining terminology and developing content will doubtless result from a more detailed survey of the texboooks used in educational

foundations, attempting to determine which courses used them, and from a more extensive survey of the courses. Surveys of professor, student and publisher opinion may also be incorporated. Categories in the surveys made for this essay were built up more or less inductively as they emerged during the study. A starting place for further survey analysis of the field would be the outlines of the Education Resources Information Center and the American Educational Studies Association. Besides aiding in considerations of improved name and content, such surveys would yield further reinforcement of the importance of the field in teacher preparation.

The statistics on the various headings in ERIC gives one pause to consider that a given topic heading is not "forever". It is of interest to note that in the 1980 Thesaurus, the headings "Educational Problems" and "Educational programs" used prior to September 1980 were declared as "invalid" or "dead" descriptors, and no longer usable.[42] "Educational problems" was used 2,133 times in CIJE and 1,675 times in IRE between its first use in 1966 and its disuse in 1980. Declaring it an "invalid" descriptor meant that it was found to be used inconsistently in indexing; the searcher is directed to "see more precise descriptors relating to the particular problem." One administrative measure is for colleges of education or teacher preparation programs to relieve themselves of any concern with the foundations areas. The discipline or area substance of educational foundations was born of, and is still largely based on, long established disciplines outside itself. These are mainly the liberal arts areas of sociology, history, philosophy, political science, economics, and psychology. Especially at a time of decreasing enrollments and staff layoffs, the faculty members in these areas would heartily welcome the opportunity to participate in the preparation of teachers through "service" courses of this kind. Departmental faculties in areas like sociology or psychology may be presumed to be waiting on the sidelines for such opportunity; a few fight openly for it and others actually have it.

The survey results make it very clear that college of education professors and curriculum planners acknowledge the real meaning of "foundations" to lie in an under-

standing of the liberal arts disciplines. Unless these disciplines give attention to the schools, however, they cannot meet the needs of a teacher preparation curriculum. The first and second year introductory courses in sociology or history or other "foundations" areas are necessarily general; they barely touch upon the study and pragmatics of education. By the same token, any "foundations" professor who fails to emphasize teaching and learning in the schools could hardly make a defense against the assertion that instruction in the basic courses of the liberal arts disciplines would suffice. A more difficult debate ensues when claims are made that given at least a minimum of orientation in teacher preparation, the professor of sociology can best teach the sociology of education, the history professor can best teach the history of education, and the philosophy professor can best teach the philosophy of education. A persuasive precedence is already set at institutions where educational methods courses are entrenched in such departments as music, mathematics, and geography, instead of being a part of a teacher preparation division.

Although budgetary constraints and administrative judgment might favor this direction, the relocation of courses from the teacher preparation division to the arts and sciences will never be satisfactory without a workable resolve for interdisciplinary cooperation. The professor with a favored doctoral degree in sociology or philosophy or economics or another foundations source discipline who also knows and identifies with the field of education is rare. He seldom has even had a single course of training, let alone a degree, in education, and least likely in the foundations area. Tragically in many, perhaps in most, arts and sciences departments, a member's training in professional education is regarded as little worthy of note and probably even as a handicap. There are exceptions, of course, where the methods courses are taught in liberal arts departments. But for most of the professors in the department, the student with a deep interest in precollegiate education and in working with children and youth is under suspicion of academic mediocrity. When taught by subject specialists, educational foundations may also necessitate five

or six added courses and professors (for different subject areas) where only two or three (depending on the size and scope of the institution) exist now.

The realities of adequate and sufficient foundations study in the preparation of teachers will lie with colleges and departments of education which society charges with the direct responsibility for that function. It will unfold and prosper in proportion as professors of education take the initiative to become truly interdisciplinary. The same professor must demonstrate that he has a capacity not only for teaching education but also for teaching and coordinating three or more of the subject areas. He shall have had some graduate training in these areas and preferably graduate degrees therein. The subject knowledge of a foundations professor should be so sound that he would be respected by the professor of "pure" sociology, history, philosophy, or political science. Ideally he could and should be capable of teaching their general undergraduate courses. To maintain subject area competency he should now and then be called upon to do so. Given that stature and mobility, the education professor in foundations would be in a position to invite the subject specialist in several areas to share in team teaching on terms and conditions that meet professional purpose. Those terms will make of the educational foundations professor a true interdisciplinarian; i.e., a coordinator of three or more disciplines because he understands what they are and an authority in bringing together informed and supportive specialists for complementing the offering in a cooperative manner.

As has been evident, this essay has centered very much on the appropriateness of the name "educational foundations" for an important part of teacher preparation. It has implied that much of the student and other frustration with the field is due to ambiguity of the name. The work has also considered content and coverage, indicating a problem with definition and scope, with shaping the perimeter and dimension of the field. A section on the professional status of the field of study and of those who teach and administer it followed a section on the impression of the field. In particular, these latter concerns lead one to believe that among librarians and others the resolution for any dilemma over name and content, and for any improvement

in either or both, will come only with leadership. It is a leadership embodying the willingness of a large majority of the persons to work together to identify and clarify the field and their resolve to follow through with effective day-to-day attention in the preparation of future teachers.

FOOTNOTES

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